MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

THE Chinese School

Summer 2006

The Chinese School

MIDDLEBURY COLLEGE
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Summer 2006
Intensive Immersion Program

Nine-Week Session
June 16–August 18
Total Fees: $7,700
(Tuition $4,992; Board $1,944; Room $764)

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Letter from the Director

The Chinese School at Middlebury College celebrates its 40th anniversary this year. We take great pleasure to present you with information on the life of the Chinese School at Middlebury College and our 2006 program.

With its long tradition of academic excellence, each summer the Chinese School offers its students a unique, unparalleled opportunity to learn Chinese language and culture. In nine short weeks, with the support of a dedicated faculty and staff, a rigorous, well-implemented curriculum, a speak-Chinese-only total immersion learning environment, and a low student-teacher ratio, our students make unimaginable progress. At the end of each summer, comparisons of entrance and exit speaking and reading proficiency test results lend clear credibility to this claim. We have built into our curriculum an active assessment component which monitors and measures students' progress. Our team effort ensures that students receive individual attention and continuous feedback. We also make sure that our students understand and carry out their responsibility to learn. Both teachers and students work diligently as coaches and learners, respectively, toward the same goal—to ensure that our students' ability to understand, speak, read, and write Mandarin Chinese improves dramatically day by day throughout the summer.

Life in the Chinese School is guided by but not limited to this goal. Every summer, we provide a wide range of cultural, interactive, and other types of activities. Playing on and cheering for our soccer team as it competes against the other language schools, for example, engenders camaraderie among students and faculty. Movies, lectures, concerts, and art exhibits provide numerous avenues for gaining access to the Chinese culture. Picnics, hikes, cooking activities, or simply hanging out with teachers and fellow classmates give us opportunities to relax and make acquaintances which often lead to life-long friendships. Living the Middlebury Chinese School experience drives both the students and the faculty to discover strength and resolve previously unrealized. It also brings them a profound sense of joy and satisfaction as they taste the fruit of their effort at the end of the program.

The Chinese School at Middlebury College does not just offer a first-rate language learning program, it offers a life experience that each student and teacher will always look upon with fondness, pride, and a deep sense of accomplishment long after leaving Middlebury.

I thank you for taking the time to learn about our program. I hope that you will find the information in this bulletin useful, and that you will get in touch with us. We look forward to hearing from you.

Jianhua Bai, Director

The Chinese School

The Chinese School offers a nine-week intensive program each summer with courses in modern Mandarin at beginning, intermediate, and advanced levels I and II, as well as one course in beginning Classical Chinese. These courses are designed to help learners develop and improve their listening, speaking, reading, and writing skills. The curriculum at all levels also aims at helping learners acquire and expand their knowledge of Chinese culture.

Total Immersion — In the context of complete immersion in an intensive Chinese language environment, students will have ample opportunity to acquire and improve their ability to communicate in both spoken and written Chinese. Teachers and students adhere to a strict "Chinese Only" language pledge. Students will be exposed to texts prepared in both traditional and simplified characters as well as to a variety of vocabulary and usages current in both mainland China and Taiwan. Language learning activities, to be conducted both in and outside of class, include various types of drills and simulations of real life situations requiring the use of spoken and written Chinese. These exercises, which emphasize the development of good language learning strategies, also seek to help students become more resourceful learners and successful users of Mandarin Chinese.

Intensive — Due to the extremely high level of intensity of this program, students should not have any other obligations during the nine-week session. They should anticipate devoting a great deal of time to study in addition to their scheduled four hours of classes Monday through Friday. It is not advisable for students to plan to spend weekends away from Middlebury. For relaxation and additional opportunities to learn the language and the culture, students will participate in other activities such as movies, lectures, picnics, sports, calligraphy, painting, Tai-Chi, Chinese chess, drama, singing, poetry recitation, cooking, and radio broadcasting.

Rigorous Assessment — Students (other than beginners) will take entrance proficiency tests on their listening, speaking, reading, and writing skills for placement and exit proficiency tests to determine progress made during the summer. Throughout the course, students will be rigorously assessed and their progress will be carefully monitored and discussed with them.

Low Faculty-Student Ratio — The average faculty-student ratio in the Chinese School is approximately one to six. The faculty is recruited upon the

basis of excellence in teaching Chinese as a foreign language. Most of the faculty members grew up in China or in Taiwan, with the exception of one or two non-native instructors who have near-native proficiency in Chinese. All the teachers and students live together in the Chinese language dormitories and take their meals together in the Chinese language dining hall, thus allowing the faculty and Chinese-speaking staff to interact with the students in Chinese on a daily basis.

Credit

Credit is defined in terms of units. One unit equals three semester hours. The course of study offered in the nine-week session of the Chinese School awards four units (twelve semester hours) of undergraduate credit. The three-week non-degree course awards one unit (three semester hours) of graduate credit. *All credits expire after ten years.*

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

Auditing

Due to the intensive nature of the summer Language Schools, auditing is strongly discouraged. However, under certain circumstances, auditing for a fee may be permitted with the approval of the Director of the School. For more information, refer to the Language Schools Handbook.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer Language Schools, including the Chinese School. A financial aid information packet, including an application and instructions, accompanies the promotional material published by the Language Schools each year.

Scholarships

The following scholarships have been established in honor of faculty of the Chinese School: The Ta-Tuan Ch'en Scholarship and The Feng Ming-Hui Scholarship. The Betty Jones (M.A. '86) Language Schools Financial Aid Fund was established in 1999 as part of the Bicentennial Campaign. Income from the fund provides financial aid to students attending the Language Schools.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from an appropriate scholarship listed above or from the general grant fund.

Enrollment
Upon acceptance, all students must pay a non-refundable $300 enrollment deposit to be applied to the tuition charges.

Application and Admission
Application materials for the 2007 summer session will be available in the Fall of 2006 from:

The Chinese School
Sunderland Language Center
Middlebury College, Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu • www.middlebury.edu/ls

Administration, Faculty, and Staff

Director: JIANHUA BAI, Professor of Chinese,
Kenyon College; Ph.D., University of Pittsburgh

Administrative Assistant Director: LISA LIN, Lecturer,
University of Akron; M.A., University of Akron

Coordinator: ANNA SUN, B.A. Johnson State College

Bi-Lingual Assistant: JOY BLOSER, Middlebury College

Lead Instructors

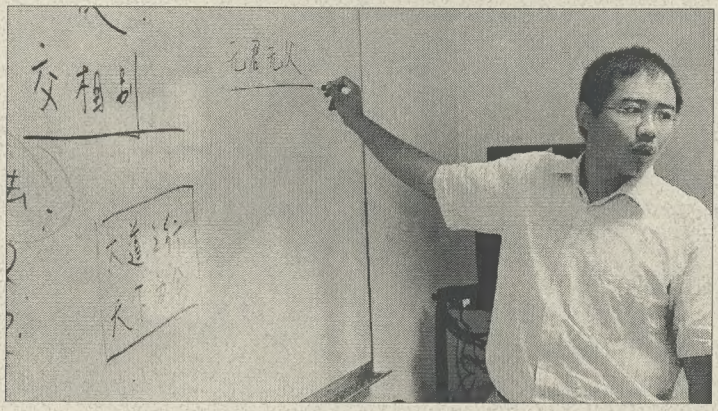
Beginning Chinese (Level I):
MEIQING ZHANG, Lecturer in Chinese,
Brown University; M.A., Brown University

Intermediate Chinese (Level II):
JIN ZHANG, Lecturer in Chinese,
Massachusetts Institute of Technology; M.A., Nankai University

Advanced Chinese I (Level III):
YU WEN YAO, Lecturer, University of California, Los Angeles;
M.A., Taiwan Normal University

Advanced Chinese II (Level IV):
FENGTAO WU, Lecturer in Chinese,
Washington University; M.A., Indiana University

Classical Chinese (Level V):
Staff



Courses

3101-3102-3103-3104 Beginning Chinese (Level I)
Zhang and staff
This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese in order to meet the basic needs in their personal and academic lives requiring the use of Chinese.

Activities designed for the course include intensive drills on sounds and tones, vocabulary, grammatical constructions, and traditional and simplified characters in meaningful contexts. There is extensive practice in using Chinese in culturally authentic situations. Both pedagogically prepared texts and authentic materials including a wide variety of realia will be used in this course. (4 Units)

Required Texts: T. Richard Chi, *Beginning Mandarin Chinese: the Textbook,* forthcoming, Cheng & Tsui Company; T. Richard Chi, *Beginning Mandarin Chinese: the Workbook,* forthcoming, Cheng & Tsui Company.
Required Dictionary: *Concise English-Chinese Chinese-English Dictionary:* Commercial Press.

3201-3202-3203-3204 Intermediate Chinese (Level II)
Liu and staff
This course is designed for students who have successfully completed a rigorous one-year college course in spoken and written Mandarin Chinese or its equivalent. While many of the linguistic tasks students will learn to handle are similar to those of Level I, the level of language required to carry out these tasks is more advanced. In this course, students will be required to comprehend and produce paragraph-level Chinese.

Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics. This course is conducted in Mandarin Chinese. (4 Units)

Required Texts: T. Richard Chi, *Intermediate Mandarin Chinese: the Textbook,* forthcoming, Cheng & Tsui Company; T. Richard Chi, *Intermediate Mandarin Chinese: the Workbook,* forthcoming, Cheng & Tsui Company.
Required Dictionaries: Ding, G., Ed., *A New English-Chinese Dictionary,* University of Washington Press; Ding, G., Ed., *A New Chinese-English Dictionary,* University of Washington Press.

3301-3302-3303-3304 Advanced Chinese I (Level III)
Yao and staff
Designed for students who have completed two years of college-level training in Chinese, this course aims at helping students solidify their ability to comprehend and produce paragraph-level Chinese. It seeks to enable students to understand face-to-face conversations as well as to comprehend both spoken and written Chinese in formal *shumianyu* Chinese on most familiar topics, give factual accounts, and write various types of correspondence, simple essays and reports. Authentic materials, including newspaper reports and radio and TV broadcasts, will be used in this course. This course is conducted entirely in Mandarin Chinese. (4 Units)

Required Texts: Bai J., et al, *Across the Straits,* Cheng & Tsui Company; Bai J., et al, *Beyond Basics,* Cheng & Tsui Company; Liu, I. and Li, X., *A Chinese Text for a Changing China,* Cheng & Tsui Company.
Recommended Dictionaries: Ding, G., Ed., *A New English-Chinese Dictionary,* University of Washington Press; Ding, G., Ed., *A New Chinese-English Dictionary,* University of Washington Press.

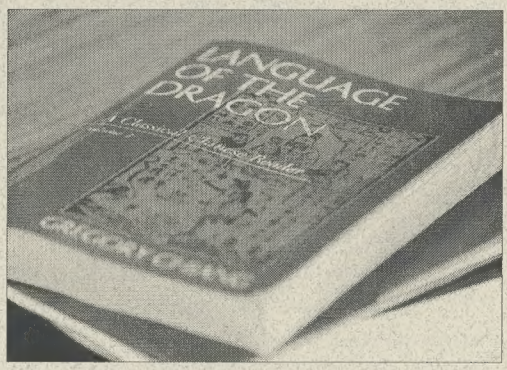
3401-3402-3403-3404 Advanced Chinese II (Level IV)
Wu and staff
This course is designed to help students comprehend and produce discourse-level Chinese characterized by factual as well as abstract elaboration on most familiar and some unfamiliar topics. Authentic materials are used exclusively, and the course is conducted in Mandarin Chinese. It is designed for students who have completed three years of training in all four skills.

In this course, students will read rigorously both literary and non-literary texts written in advanced *shumianyu* language on a wide range of topic areas related to current events, social sciences, history, and literature. Students will be required to write extensively in the expository style. Their written work will be corrected and discussed in individual sessions. (4 Units)

Required Text: Coursepack will be provided.
Recommended Dictionaries: Ding, G., Ed., *A New English-Chinese Dictionary,* University of Washington Press; Ding, G., Ed., *A New Chinese-English Dictionary,* University of Washington Press.

3501-3502-3503-3504 Classical Chinese (Level V)
Staff
This course, conducted entirely in modern Chinese, is designed for students with no previous training in the classical language but with a minimum of three years of training in modern Mandarin. This course is designed to train students to read Classical Chinese and to enhance proficiency in modern Chinese. Comparisons will be made between Classical Chinese and modern Chinese in the areas of lexicon, syntax, semantics, and cultural context. Materials to be covered in this course are selected from the vast store of classical texts. (4 Units)

Required Text: Chiang, Gregory, *Language of the Dragon Vol. 1,* Cheng & Tsui Company.
Hou/Shoo, *Hu Shi Reader,* Yale University Pres.
Recommended Dictionary: *Xiandai Hanyu Cidian,* Commercial Press, Hong Kong.



6501-6502-6503-6504 Principles and Practices of Teaching Chinese as a Foreign Language (TCFL)

Bai and Cui

This course is an intensive three-week non-degree graduate course for current CFL teachers and students of CFL pedagogy. Participants will investigate how theory and research relate to local decisions on organizing and planning for instruction in a CFL program. Through lectures, discussions and, most importantly, hands-on experience, participants will learn to: understand what it means for CFL learners to develop their communicative competence; identify critical issues in CFL pedagogy; and develop the ability to plan and implement pedagogically sound and effective classroom activities. Participants will meet 3-4 hours daily. They will be required to observe and critique classroom procedures, strategies and teaching techniques proven to be effective for students at the Middlebury College Chinese School. Classes will be conducted in Chinese. Readings will include both Chinese and English references.

Tentative Reading list:

Ellis, R. *Second Language Acquisition.* Oxford University Press; Kubler, C. et al. *NFLC Guide for Basic Chinese Language Programs,* The Ohio State University Press; James Lee and Bill Vanpatten. *Making Communicative Language Teaching Happen.* McGraw-Hill; Walker, G. and S. McGinnis. *Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers.* OSU Foreign Language Publications; Walker, G. 2000. "Performed Culture: Learning to Participate in Another Culture," In Richard D. Lambert and Elana Shohamy (Eds.), *Language and Pedagogy: Essays in Honor of A. Ronald Walton.*

Cultural Activities

Each summer, the Chinese School offers a wide variety of lectures, films, and performances to provide a cultural as well as linguistic immersion.

In addition to their regular classwork, students are offered opportunities to participate in classes relating to Chinese culture. These classes meet in the afternoons once a week for an hour. The classes are determined by student interest. In the 2004 summer session, classes were offered in: Calligraphy, Folk Singing, Folk Dancing, Tai Chi, Regional Cooking, Chinese Knot-tying, and Radio Broadcasting.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

RONALD D. LIEBOWITZ
President of Middlebury College
Ph.D., Columbia University

MICHAEL E. GEISLER
Dean of Language Schools and Schools Abroad
Ph.D., University of Pittsburgh

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Language Schools and Schools Abroad, Sunderland Language Center, Middlebury College, Middlebury VT 05753.

The Middlebury College Language Schools welcome students with many abilities and disabilities. Students with disabilities are supported by the Americans with Disabilities Act Office which encourages inquiries from prospective applicants. The ADA Policy is available on the World Wide Web at www.middlebury.edu/~ada.

Middlebury College endeavors to present an accurate overview of the programs, facilities, faculty, and fees of the Chinese School in this publication. However, Middlebury College reserves the right to alter any programs, facilities, faculty, or fees described in this publication without notice or obligation.

Accreditation: Middlebury College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

The Language Pledge®

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The Language Schools
MIDDLEBURY COLLEGE
Middlebury, Vermont 05753

On the cover:
Brief but intensive student-faculty one-on-one sessions are held daily in the school.